

Irish Aid Our World Awards

5th-6th Class Lesson Plans

Introduction for Teachers

Welcome to the Our World Irish Aid Award (OWIAA) lesson plans. This introduction will give you some information about Irish Aid, overseas development, and the benefits to you and your pupils of doing the age-appropriate activities in this resource and going on to submit an OWIAA project.

This year the OWIAA theme is 'Caring for Our World' which is geared towards helping primary-aged children to gain some understanding of the need to bring about good and lasting changes in our world (sustainable development), so that the lives of people everywhere can be improved for the better.

What is Irish Aid?

Irish Aid is Ireland's official programme of overseas assistance to developing countries. It is managed by the Department of Foreign Affairs and Trade. Irish Aid works with governments and development organisations in over 80 countries. In humanitarian emergencies Irish Aid saves lives by quickly providing vital funds and assistance to organisations on the ground. Most of Irish Aid's work, however, is focused on long-term development, especially in nine partner countries, where it works with governments and other agencies to tackle the root causes of hunger, poverty and inequality and support human rights.

What are the MDGs?

Irish Aid is working to achieve the United Nations Millennium Development Goals (MDGs). In the year 2000, leaders of 189 nations, including Ireland, signed up to achieving a set of eight goals to eliminate world poverty and improve the quality of life for all by the end of 2015. The MDGs include promoting environmental sustainability, gender equality and achieving universal primary education.

Although significant progress has been made towards achieving the MDGs, poverty and hunger are still a reality in our world, and much more remains to be done beyond 2015. For this reason governments around the world are currently working together to come up with a new set of sustainable development goals.

How will pupils benefit by taking part in the Our World Irish Aid Awards?

Pupils participating in the Our World Irish Aid Awards (OWIAA) explore and learn about the lives of children and their families in developing countries, and the importance of the eight MDGs as a way to improve lives and a means of empowering these children to lift themselves out of poverty and hunger. The Awards help to make children in Ireland aware of the links between their lives and the lives of children in Africa and Asia, and ask them to care for our world as a way of contributing to a better future for all children in the world today.

What is the purpose of the OWIAA lesson plans?

The lesson plans are designed to help pupils in 5th and 6th class to explore the development issues related to this year's Awards theme, 'Caring for Our World,' which relates to all eight MDGs, but has particular relevance to MDG 7: ensure environmental sustainability. Teachers can use the active teaching methodologies outlined in these lesson plans to deliver several curriculum areas, as well as literacy and numeracy as described below. The activities are designed to raise pupils' awareness of the problems facing people in developing countries, and how world leaders and governments have pledged to solve them through the eight MDGs. Teachers may decide to do some or all of the lesson plans, which will provide pupils with learning opportunities directly related to the primary curriculum, as follows:

Unit No.	Unit Title	Brief description	Curriculum Links	Page No.
	Integrated Literacy Strategies	These integrated literacy strategies encourage pupils to develop their oral literacy, reading and comprehension, writing and digital literacy skills. These activities also provide opportunities for pupils to reflect on the new information they learn as they progress through the OWIAA Units, to articulate what they have found interesting and/or to pose outstanding questions.	<u>English</u> Oral language Reading Writing	7
1	Introduction to Sustainable Development	The first three activities in Unit 1 are designed to help pupils understand some of the words and phrases they will encounter as they proceed through Units 2-5. For example, they learn that 'sustainable development' means good and lasting change	<u>Geography</u> Human environments <u>History</u> Continuity and change over time	11

		(Activity One), before taking part in a think-pair-share activity where they will create and share visual and verbal interpretations of the term (Activity Four). They will also learn about developing countries (Activity Two), discuss the role of the Millennium Development Goals in addressing the big problems facing the world today (Activity Three) and begin to think the need for a joined-up approach to achieving the MDGs (Activity Five).	<u>SPHE</u> Myself and the wider world	
2	Irish Aid at Work	Unit 2 focuses in on the different ways that Irish Aid, Ireland's official programme of overseas assistance, works to achieve the eight Millennium Development Goals (MDGs). Pupils engage in whole class discussion about how the development programmes provided by Irish Aid to governments in nine partner countries help to achieve the MDGs (Activity One) in those countries. Through learning about the impact of Irish Aid's work, especially in African countries, pupils have the opportunity to grasp the significance of the Irish Government's support for sustainable development (Activity Two). Working in small groups pupils then organize and present the information they have learned about the work of Irish Aid into a leaflet for primary school pupils (Activity Three).	<u>History</u> Politics, conflict and society <u>Geography</u> Human environments <u>Mathematics</u> Data <u>SPHE</u> Myself and the wider world	24
3	Female Food Heroes in Tanzania	Unit 3 highlights a really innovative and exciting programme which Irish Aid supports in Tanzania. The Female Food Heroes TV show is organized by Oxfam International, one of the non-governmental organizations working in Tanzania which receives support from Irish Aid. The show celebrates the role played by women farmers in Tanzania and raises awareness about issues	<u>Drama</u> Drama to explore feelings, knowledge and ideas, leading to understanding <u>English</u> Reading	33

		like women's rights, how to farm in an environmentally friendly way etc. In Unit 3 pupils learn about a remarkable Tanzanian woman farmer, Ester Jerome Mtegele, the 2011 Female Food Heroes winner. Pupils engage in a literacy activity to come to grips with some keywords and discuss the links between the MDGs and the Female Food Heroes programme (Activities One and Two). Activity Three involves a role play, giving some pupils the chance to 'walk in Ester's shoes,' while allowing others to think about the questions they would like to ask Ester if they had the chance to meet her.	<p>Writing</p> <p><u>Geography</u></p> <p>Human environments</p> <p>Environmental awareness and care</p> <p><u>History</u></p> <p>Politics, conflict and society</p> <p><u>Science</u></p> <p>Environmental awareness and care</p> <p><u>SPHE</u></p> <p>Myself and the wider world</p>	
4	Clay Stoves in Malawi	Unit 4 focuses on an Irish Aid supported programme in Malawi which is trying make a real difference in the lives of poor people and communities, while at the same time protecting the environment. The Clay Stoves (or fuel-efficient stoves) programme is an initiative of Concern Universal (UK) and a Malawian NGO, Clioma, to spread information about the benefits of clay stoves for cooking. Although on first glance it may seem as though this programme is mainly about the environment (MDG 7), on closer examination using clay stoves also progresses other MDGs (e.g., MDG 2, MDG 3 etc). In Activity One pupils examine the relationship between the use of clay stoves and the MDGs. In Activity Two they learn about Clay Stoves Clubs and respond to an email from Onesta, a clay stove club member. Pupils put their creativity to use in Activity Three, which involves making a replica clay stove.	<p><u>Geography</u></p> <p>Human environments</p> <p>Environmental awareness and care</p> <p><u>English</u></p> <p>Reading</p> <p>Writing</p> <p><u>History</u></p> <p>Politics, conflict and society</p> <p><u>Science</u></p> <p>Environmental awareness and care</p> <p><u>SPHE</u></p> <p>Myself and the wider world</p> <p><u>Visual Arts</u></p> <p>Clay</p>	44
5	Our World Irish Aid	Unit 5 begins with an activity framed around an inspiring quote	<u>Geography</u>	55

	Awards (OWIAA) – Getting Started	<p>from Nelson Mandela which will focus pupils on big ideas about how to end poverty in our world (Activity One). Pupils will get a chance to think about the ways that they already care about the world (Activity Two), so that they come to recognise that they too have an important role in addressing the big problems faced by the world. During Activity Three, pupils learn about the Our World Irish Aid Awards and (internet access permitting) get ideas for projects from the Kids Zone in the OWIAA website (www.ourworldirishaidawards.ie). Activity Four suggests one possible way for your pupils to generate project ideas and engage in a democratic process to decide on the focus of their own OWIAA project.</p>	<p>Environmental awareness and care <u>History</u> Politics, conflict and society <u>Science</u> Environmental awareness and care <u>SPHE</u> Myself and others Myself and the wider world</p>	
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#IAourworld

We would love to hear about how you and your pupils get on with these lessons and all the exciting school-based OWIAA project activities. Let us know via Twitter by remembering to use the hashtag #IAourworld.

Integrated Literacy Activities (Optional)

Learning outcomes:

Pupils will be enabled to:

- Discuss their current knowledge of people living in developing countries
- Reflect on new information as they progress through the five units
- Demonstrate an understanding of appropriate key words and phrases

Materials:

- Text Bio: Pupil Worksheet (page 9)
- Word Wall: Pupil Worksheet (page 10)

Introduction:

The purpose of the integrated literacy strategies are to encourage pupils to develop their oral literacy, reading and comprehension, writing and digital literacy skills. These activities also provide opportunities for pupils to reflect on the new information they learn as they progress through the OWIAA Units, to articulate what they have found interesting and/or to pose outstanding questions.

Step-by-step instructions:

Twitter Profile

1. Ask pupils if anyone has ever seen a text on a mobile phone or texted themselves?
NOTE: Depending on your class you may wish to explain that texting (or Short Message Service – SMS) is a service available to mobile phone users. People ‘text’ for lots of reasons, to stay in touch with others, to pass on information etc. Each texts can be no more than 160-characters long. If a text is longer than 160-characters it gets split up and sent as two or more separate texts.
2. Distribute one copy of the [Text Bio: Pupil Worksheet](#) (page 9) to each person in the class. Invite pupils to write their biography in a 160 (or less) character text. They should provide one detail about themselves and at least one thing they know about people living in the poorest countries all over the world. Explain that these countries are often called ‘developing countries’.
NOTE: A list of countries officially classified as developing is available in the Teacher section of the OWIAA website (www.ourworldirishaidawards.ie).
3. Ask for volunteers to share what they have written in their Text Bio.
4. Explain to pupils that they will be given the opportunity to text questions and what they think about their learning as the lessons progress.
NOTE: [Text Talk: Pupil Worksheets](#) are provided for completion at the end of Units 1-5. At the end of Unit 5 there is a linked concluding literacy activity (Gathering Final Thoughts) as a way of encouraging pupils to reflect on all of their learning throughout the OWIAA Units. For this reason pupils should keep completed Text Talk worksheets in a safe place as they will need to refer to these during the Gathering Final Thoughts

activity.

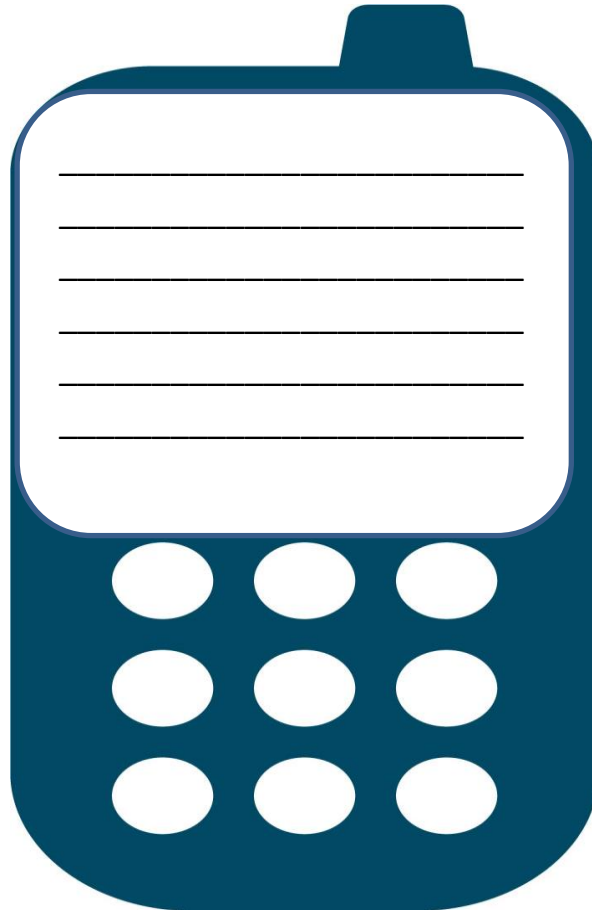
Word Wall

1. Distribute copies of the [Word Wall: Pupil Worksheet](#) (page 10) to each pupil.
2. Invite them to record any new words or phrases they come across during the five Our World Awards units.
3. Either (1) leave sufficient time at the end of each unit to discuss the new words and phrases pupils have recorded, or (2) invite them to use a dictionary to find out what the words/phrases mean as a homework task.
4. Use the discussion/completed homework tasks to create an Our World Awards Glossary which should be prominently displayed in the classroom.

Text Bio

Pupil Worksheet

Write your Text Bio - include one thing about yourself and at least one thing you know about people living in the poorest countries in the world (all in 160-characters).



A stylized dark blue mobile phone icon. The phone has a white screen area with six horizontal lines for text entry. Below the screen is a 3x3 grid of white circles representing buttons. The phone has a small protrusion at the top center.

Word Wall

Pupil Worksheet

Use the boxes below to record any new words or phrases that you come across during the Our World Irish Aid Awards activities.

Unit 1

Introducing Sustainable Development

Learning outcomes:

Pupils should be enabled to:

- Identify solutions in response to the problems facing the world today
- Describe what the term 'sustainable development' means, both verbally and visually
- Use their own words to explain the connections between the 8 Millennium Development Goals and images of development
- Provide one or more examples of the links between Millennium Development Goals

Materials:

Activity One: What is sustainable development?

- Map of the world

Activity Two: What are 'developing countries'?

- Map of the world

Activity Three: Introducing the Millennium Development Goals (MDGs)

- Map of the world
- United Nations Millennium Development Goals (child-friendly version): Pupil Information Sheet (page 17)
- United Nations Millennium Development Goals: Teacher Information Sheet (page 18)

Activity Four: Visual-Verbal Square

- Visual-Verbal Square: Pupil Worksheet (page 20)

Activity Five: Matching Images to MDGs

- MDG Images (see separate downloadable pdf entitled MDG Images for Unit 1: Activity Five)
- Matching Images to MDGs: Pupil Worksheet (page 21)
- MDG connections: Teacher Resource Sheet (page 22)

Concluding Literacy Strategies:

- Text Talk: Pupil Worksheet (page 23)
- Word Wall: Pupil Worksheet (page 10)

Introduction:

The first three activities in this Unit are designed to help pupils understand some of the words and phrases they will encounter as they proceed through Units 2-5. For example, they learn about the term 'sustainable development' (Activity One), before taking part in a think-pair-share activity where they will create and share visual and verbal interpretations of the term (Activity Four). They will also learn about developing countries (Activity Two), discuss the role of the Millennium Development Goals in addressing the big problems facing the world today (Activity Three) and begin to think the need for a joined-up approach to achieving the MDGs (Activity Five).

This Unit ends with two (optional) literacy strategies which offer an opportunity for pupils to reflect on their learning (Text Talk and Word Wall).

Step-by-step instructions:

Activity One: What is Sustainable Development?

1. Explain to the class that they are going to be learning about the lives of children and their families in different countries around the world.
2. Ask the children to locate Ireland on a map of the world.
3. Ask children to identify the different continents, drawing their attention to Africa and mentioning that this continent is made up of 55 different countries.
4. Explain that a large number of poor (developing) countries are located in Africa.
5. Write the word 'development' on the board and ask the class to call out whatever comes to mind when they think of this word. Record their responses on the board.
6. Tell the children that they are going to think about development a little bit more by discussing changes over time in how people communicate with each other from a distance.
7. Ask pupils to call out the different ways that they communicate at a distance, recording their responses on the board.
8. Ask pupils to order the different ways of communication they have mentioned, from the earliest forms of communication (e.g. letters sent via post, telegrams, phone calls via landlines etc) to the more recent forms invented (internet - email, Skype etc).
9. Facilitate feedback from pupils by asking the following questions:
 - Which method of communication do you like the best? Why?
 - Do you think the communication methods you like the best are a good change or a good development from the ones before? Why?
10. Explain to the class that 'development' is about trying to bring about good changes so that the lives of everyone in the world are better.
11. Write the following words on the board: 'good change,' 'long-lasting,' 'future,' 'care,' 'our world.'
12. Ask the pupils to use all of these words in a number of linked sentences. Record their sentences on the board.
13. Use the word **sustainable** in a sentence, for example: 'People everywhere are showing that they care for our world by living in a sustainable way. They think about whether they drive a lot when they don't need to, whether they recycle everything that they can etc and they make good changes and continue these into

the future’.

14. Explain to the class that when you put the words ‘sustainable development’ together it means making good and lasting changes so that in all countries:
 - everyone can live in a healthy, safe environment
 - everyone has enough food to eat and clean water to drink
 - children can go to school
 - people everywhere can get help if they are sick
 - people everywhere can get work so that they can earn money for their families
 - people are educated to care for the world we live in
15. Conclude by telling the class that in the following activities and units they will be learning about **sustainable development** that is trying to bring about good and long-lasting changes so that the lives of everyone in the world are better, and that the environment we live in is valued and cared for into the future.

Activity Two: What are ‘developing countries’?

1. Ask the class if anyone has ever heard the term ‘developing countries’ before? If pupils answer in the affirmative, ask them if they can name any developing countries and locate these countries on a map of the world.
2. Explain that developing countries are countries where there are lots of poor people (people who have to live on less than €1 every day). The government (leaders picked to speak and act for the good of the country), and ordinary people in these countries are usually working extra hard to try to make sure that things improve for everyone living there, i.e. to become more developed or bring about good and lasting changes for everyone. Sometimes these countries need help from better off countries, including Ireland.
3. Name some developing countries such as Uganda, Sierra Leone, Ethiopia and Lesotho in Africa, and locate these on a map of the world.
NOTE: A list of countries officially classified as developing is available in the Teacher section of www.ourworldirishaidawards.ie.
4. Explain to the class that the Irish Government gives aid (money) to developing countries on behalf of all of the people of Ireland, through its Irish Aid programme. Conclude by saying that they will find out more about the work of Irish Aid in the following lessons.

Activity Three: Introducing the Millennium Development Goals (MDGs)

1. Divide the class into pairs and ask them to list all the problems they think are facing poor people in developing countries today.
2. Take feedback, recording responses on the board.
3. Brainstorm the types of things that can be done to solve these problems. Encourage the class to think of things that they and their families can do, things that Ireland can do and things that countries around the world, working together, can do.

OPTIONAL LITERACY ACTIVITY: Depending on your group you may wish to pre-teach some key terms, like ‘goal’, ‘millennium’ and ‘United Nations’, before moving onto Step 4 (below).

(a) Goal

Write the word ‘Goal’ on the board and ask the class to call out whatever comes to

mind when they think of this word.

Record pupil responses on the board.

Present a simple and clear definition of 'goal', e.g. a wish you are prepared to work towards.

(b) Millennium

Check with pupils if anyone has a family member or friend who was born in the year 2000. How many years ago was 2000?

Tell the class that a century is 100 years and a millennium is 1,000 years. The year 2000 was called a millennium year, as it was the 2,000nd birthday for the modern world (and it brought us from the 20th into the 21st century). We are now in the year 2015 = 2,000 and 15 years.

(c) United Nations

Check pupils have heard of the United Nations (an international organization – a bit like a big club involving almost all countries in the world). In the United Nations – called the UN for short - the leaders/governments of all countries work together to fight poverty, protect the environment and make sure that the world is as safe and peaceful as possible.

4. Tell the class that the **United Nations Millennium Development Goals** (MDGs) are a set of 8 goals to fight poverty and to improve our world for people everywhere. They are called the Millennium Development Goals (or MDGs) because in the Millennium year (2000) the leaders of 189 countries, including Ireland, came together to discuss all the problems that the world was facing. To try to solve the biggest problems, especially in the poorest countries, they agreed to work together to achieve these 8 Goals as a way of bringing about good changes/developments to make the world a better place for all people everywhere.

Although there has been lots of good work done towards achieving the MDGs, not all the Goals will be achieved by the end of 2015, and there will still be lots of work to do to make the world a better place for everyone. Because of this, world leaders are now very busy trying to come up with a new set of goals to fight world poverty after 2015. If all countries continue to work together to make sustainable development happen, then the world will be a better place for children and their families everywhere. Fewer people will live in extreme poverty, more babies will survive, more boys and girls will go to school and fewer people will die from illnesses.

NOTE: For more information see [United Nations Millennium Development Goals: Teacher Information Sheet](#) (page 18) and <http://www.irishaid.ie/challenges.html>.

5. Distribute copies of the [United Nations Millennium Development Goals \(child-friendly version\): Pupil Information Sheet](#) (page 17) and invite pupils to (A) check how many of the MDGs were on their own list (step 3) and (B) comment on the Goals in light of their earlier discussion about the problems facing poor people in the developing world, and the possible solutions to these problems.

Activity Four: Visual-Verbal Square

1. Invite pupils to take a minute or two jot down any words or images that come to their mind when they think of the term 'sustainable development'.
2. Divide the class into pairs.
3. Distribute one copy of [Visual-Verbal Square: Pupil Worksheet](#) (page 20) to each pair.

4. Ask each pair to join with another pair to compare their work and decide on the best answers for each of the boxes on the worksheet.
5. Invite feedback from a sample of small groups, recording pupil responses on the white/blackboard.

Activity Five: Matching Images to MDGs

1. Tell the pupils that they are going to see 8 photographs displayed on the whiteboard/overhead projector and they must work together to choose the MDG they think each photograph represents.
2. Divide the class into small groups.
3. Distribute one copy of the [Matching Images to MDGs: Pupil Worksheet](#) (page 21) to each group.
4. As each photograph (see separate downloadable pdf entitled [MDG Images for Unit 1: Activity Five](#)) is displayed, leave sufficient time for the groups to discuss which MDG the photograph best represents.
5. Take feedback from the class, taking particular notice of instances when a photograph is linked to more than one MDG.
6. Tell the pupils that different people see different things in the same photograph and this means that there is not necessarily a 'correct' answer. The fact that a photograph might be linked to more than one MDG just shows that the MDGs are linked to each other. All the Goals are equally important but that no Goal can be achieved without the others.
7. Invite pupils to suggest examples of linkages between MDGs.
NOTE: Depending on your class you find it useful to display the graphic on [MDG connections: Teacher Resource Sheet](#) (page 22) which depicts a linkage between MDG 7, MDG 1 and MDG 2.
8. Conclude by asking the class to provide any additional examples of links between MDGs.

Concluding literacy strategies

Text Talk

- Briefly summarise what has been covered in Unit 1: Introducing Sustainable Development.
NOTE: You may find it useful to either draw on the learning outcomes listed at the start of the Unit or to summarise the completed activities/content from this Unit.
- Remind pupils that when people use their mobile phones to text they can use up to 160-characters per text.
- Distribute one copy of [Text Talk: Pupil Worksheet](#) (page 23) to each pupil.
- Invite all pupils to 'Text' about their experiences with Unit 1 of the Our World Irish Aid Award lessons, i.e. they can text about something they learned, something they found interesting or questions they still have etc. They should write their 160-character

(max) text in the space provided on the image of a mobile phone on the left-hand-side of their worksheet.

- Divide the class into pairs.
- Invite pupils to swap their [Text Talk: Pupil Worksheet](#) with their partner.
- Ask everyone to read the first text on the worksheet and then to write their own 160-character text in response, using the image of the mobile phone on the right-hand-side of their partner's worksheet. This second text should be something that comes to mind when they read the first text, a direct response or question about the first text etc.
- Invite all pupils to return the worksheet to the first texter (i.e. their partner).
- Ask for volunteers to read out the text entries on their worksheet.

Word Wall

- Explain the new words/phrases pupils have noted on their [Word Wall: Pupil Worksheet](#) (page 10) or invite them to use a dictionary to find out what the words/phrases mean as a homework task.

Activity Three:

United Nations Millennium Development Goals (MDGs)

(child-friendly version)








The 8 United Nations Millennium Development Goals (MDGs) are to:

1. End poverty and hunger
2. Make sure every child goes to school
3. Make sure women and girls get the same chances as men and boys
4. Reduce the numbers of small children and babies who die because of poverty
5. Improve the health of mothers when they are having babies
6. Fight infectious diseases
7. Protect the environment for the future
8. Countries work together as partners to make the world a better place

Activity Three: United Nations Millennium Development Goals (MDGs)


Teacher Information Sheet

In the year 2000, leaders of 189 nations, including Ireland, signed up to achieving a set of eight specific goals to eliminate world poverty and improve the quality of life for all by the end of 2015. As the deadline draws close, although significant progress has been made towards achieving the MDGs, poverty and hunger are still a reality in our world, and much more remains to be done beyond the timeframe of the MDGs. For this reason governments around the world are currently working together to come up with a new set of sustainable development goals.

	MDG 1 Eradicate Extreme Hunger and Poverty	805 million people in the world do not have enough to eat. There is enough food to feed everyone, but because of poverty, wars and conflict, lack of human rights, environmental problems and natural disasters, many people live in poverty.
	MDG 2 Achieve Universal Primary Education	Going to school makes life better for children. Education helps to develop talents, skills and confidence. 57 million children worldwide do not have a chance to go to school. ¹ For some there is no school within walking distance; others have responsibilities for domestic activities; or must work to support their families. In many other cases the quality of the education is poor because of the quality of teacher training or the high pupil: teacher ratio.
	MDG 3 Promote Gender Equality and Empower Women	Women make up half of the global population, but in many countries girls and women do not get the same chances as boys and men. Fewer girls than boys go to school or university. Women produce most of the world's food but own only 1% of the land.
	MDG 4 Reduce Child Mortality	If you are living in extreme poverty, it is very difficult to keep young children healthy and well fed. Children in sub-Saharan Africa are more than 15 times more likely to die before the age of five than children in developed regions. About 45% of all child deaths are linked to malnutrition with the remaining deaths resulting in diseases caused by poverty. ²
	MDG 5 Improve Maternal Health	If a mother is malnourished or sick, pregnancy and childbirth are more difficult. Pregnant women in developing countries need extra nutrition and support but this is often unavailable. Women in developing countries are more likely to die in childbirth than a woman in Europe, with 99% of maternal deaths occurring in developing countries.
	MDG 6 Combat HIV/AIDS, Malaria and other diseases	Diseases such as TB, Malaria and HIV and AIDS cause many deaths in developing countries. Those living in poverty find it very difficult to fight disease and harder to get medicine or treatment.
	MDG 7 Ensure Environmental	Problems such as climate change, pollution and deforestation affect poor communities the most. Climate change can lead to droughts and floods, which in turn contribute to crop failure, while pollution

¹ <http://www.un.org/millenniumgoals/education.shtml>

² <http://www.who.int/mediacentre/factsheets/fs178/en/>

<p>Sustainability</p>	<p>affects drinking water and deforestation can lead to soil erosion and make it difficult to grow crops. Over 95% of the deaths from natural disasters are in poor countries.</p>
<p> MDG 8 Develop a Global Partnership for Development</p>	<p>To achieve all of the MDGs, all countries need to continue to work together. Global partnership means world leaders and governments working together as partners to make the world better and more peaceful, by working to end conflicts, caring for the environment, and fighting poverty through development aid and fairtrade.</p>

Activity Four: Visual-Verbal Square

Pupil Worksheet

Work in pairs to fill in the boxes below.

When you have finished join with another pair and compare your work.

Decide what the best answers are for each of the boxes.

What do these words mean?









Write down the things you think of when you hear these words.

Sustainable Development

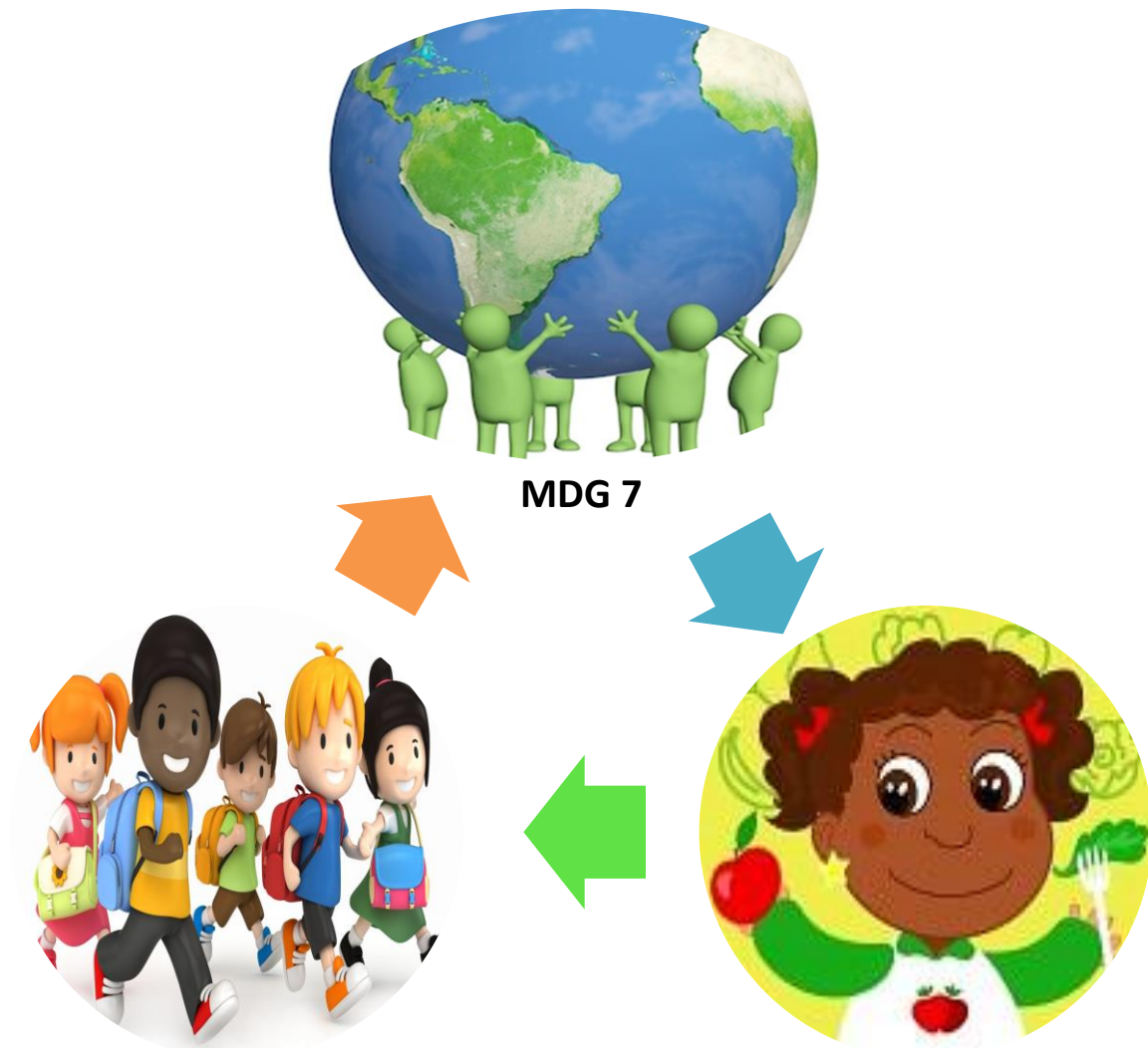
Use these words in a sentence.

Draw what you think these words look like.

Examine the photographs. Draw a line between the photograph number and the MDG you think the photograph is about.

Photograph No 1	 <p>MDG 1 Stamp out poverty and hunger</p>
Photograph No 2	 <p>MDG 2 Educate every child</p>
Photograph No 3	 <p>MDG 3 Make sure there are equal chances for women & girls</p>
Photograph No 4	 <p>MDG 4 Reduce the numbers of children and babies who die</p>
Photograph No 5	 <p>MDG 5 Improve the health of mothers</p>
Photography No 6	 <p>MDG 6 Fight infectious diseases</p>
Photograph No 7	 <p>MDG 7 Clean up the environment</p>
Photograph No 8	 <p>MDG 8 Countries work together to make the world a better place</p>

There are many connections between MDGs.
Here is just one for you to think about...



If you take care of the world and protect the environment (MDG 7), this helps farmers to produce food to make sure that you have enough to eat (MDG 1).

Having enough food (MDG 1) and being able to go to school (MDG 2) are linked because children need to be well fed in order to walk to school and to learn properly.

Person No. 1:

Think about the activities in Unit 1: Introducing Sustainable Development.

Write a 160-character text about something that you have learned, something that you found interesting, or a question that you still have.

Swap your worksheet with your partner.

Person No. 2:

Read the first text.

Text a response – this might be a comment saying what you found interesting about what your partner wrote, something you want to add, or a question you want to ask them about their text etc.

Return the worksheet to person 1.

The image shows two stylized mobile phone icons, one on the left and one on the right, representing text messages. The left phone has a small tab at the top with the number '1' and the right phone has a small tab at the top with the number '2'. Each phone has a white screen area with horizontal lines for text and a dark blue keypad area with circular buttons.

Unit 2

Irish Aid at Work

Learning outcomes:

Pupils will be enabled to:

- Explain how Irish Aid supports partner countries, to try to achieve the 8 MDGs
- Discuss the impact of Irish Aid's work in relation to the MDGs
- Present, using their own words and images, information regarding Irish Aid's partner countries and programmes

Materials:

Activity One: Irish Aid supporting partner countries

- Map of the World
- Irish Aid supporting partner countries: Teacher Information Sheet (page 29)

Activity Two: The impact of Irish Aid work

- Case studies of Irish Aid work: Teacher Resource Sheet (page 31)

Activity Three: Information Leaflets

- Irish Aid partner countries information - [2015 Our World Award Pupils' Magazine](#) (pages 6-7)
- Irish Aid supporting partner countries: Teacher Information Sheet (page 29)
- Internet access (optional)

Concluding Literacy Strategies:

- Text Talk: Pupil Worksheet (page 32)
- Word Wall: Pupil Worksheet (page 10)

Introduction:

Unit 2 focuses on the different ways that Irish Aid, Ireland's official programme of overseas assistance, works to achieve the eight Millennium Development Goals (MDGs). Pupils engage in whole class discussion about how the development programmes provided by Irish Aid to governments in nine partner countries help to achieve the MDGs (Activity One) in those countries. Through learning about examples of the impact of Irish Aid's work, especially in Africa, pupils become aware of how Ireland is helping to bring about lasting improvements (sustainable development) in developing countries (Activity Two). Working

in small groups pupils then organize and present the information they have learned about the work of Irish Aid into a leaflet for primary school pupils (Activity Three).

This Unit ends with two (optional) literacy strategies which offer an opportunity for pupils to reflect on their learning (Text Talk and Word Wall).

Step-by-Step instructions:

Activity One: Irish Aid supporting partner countries

1. Write the child-friendly version of the MDGs on the board:
 - MDG 1 - End poverty and hunger
 - MDG 2 - Make sure every child goes to school
 - MDG 3 - Make sure women and girls get the same chances as men and boys
 - MDG 4 - Reduce the numbers of small children and babies who die because of poverty
 - MDG 5 - Improve the health of mothers when they are having babies
 - MDG 6 - Fight infectious diseases
 - MDG 7 - Protect the environment for the future
 - MDG 8 - Countries work together as partners to make the world a better place

NOTE: Depending on your class you may wish to ask pupils what they understand by the word 'partner' and how they think countries can work in partnership with one another.
2. Tell the class that the Irish Government gives aid (money) to poor countries on behalf of all of the people of Ireland, through its Irish Aid programme.

Irish Aid:

 - has 9 PARTNER COUNTRIES where it works closely with the Governments so that those countries can develop, build better schools and hospitals, and grow more food,
 - helps organisations such as Christian Aid, Concern, Gorta-Self Help Africa, Trócaire, UNICEF and many others to fight hunger and poverty in over 80 countries all over the world,
 - supports long term development to help poor people to improve their lives,
 - gives emergency aid when countries are hit by disasters such as famine or floods.

All of Irish Aid's work is trying to achieve the MDGs.
3. Locate Ireland's 9 partner countries - Ethiopia, Lesotho, Malawi, Mozambique, Sierra Leone, Tanzania, Uganda, Vietnam and Zambia – on a map of the world.

NOTE: If any of your pupils are from, or have visited these countries, you might consider asking them to share something about their experience.
4. Display the information provided on [Irish Aid supporting partner countries: Teacher Information Sheet](#) (page 29) on the whiteboard or overhead projector.

NOTE: For more information on Irish Aid's 9 key partner countries see the [2015 Our World Irish Aid Awards Pupil's Magazine](#).
5. Read the information, providing clarification of words/phrases where required.
6. Invite pupils to comment on the range of work which Irish Aid supports across the 9

partner countries.

7. Facilitate a class discussion using the following questions as prompts:
 - Do you think the type of work that Irish Aid does in partner countries are good ways to fight poverty and hunger?
 - Which of the programmes in partner countries do you think is the most interesting and why?
 - Do you think that this work will help to achieve the 8 MDGs? How?
 - Can you link each Irish Aid programme to one or more MDGs?
8. Highlight the work supported by Irish Aid in Ethiopia.
9. Conclude by asking the class if anyone knew that:

31 years ago, in 1984 in Ethiopia, changes in the weather, with no rain at all (drought), meant that food crops did not grow, there was very little food and lots of people went hungry. Sadly many people, especially babies and small children, died because of this. This is called a famine – when a lot of people in a country or region die in a short space of time from lack of food.

Just four years ago, in 2011, there was another drought in Ethiopia, but this time there was no famine, and people managed to survive. Lots of people believe that the reason that things did not get as bad this time was because, for a number of years, help was given to the farmers and very poor people by the Ethiopian government, working in partnership with countries like Ireland. People were helped to save water for when there was no rain, and they were helped to grow different crops that didn't need so much watering. This meant they were able to manage better when there were problems, and even when there was no rain. This good result is an example of the difference that sustainable development work can make when countries work together as partners in the fight against poverty.

Activity Two: The impact of Irish Aid work

1. Tell the class that they are going to look more closely at the impact of the work that Irish Aid does in relation to the MDGs.
2. Display and read the examples of Irish Aid work in partner countries provided on [Case studies of Irish Aid work: Teacher Resource Sheet](#) (page 31).
3. Acknowledge that it can sometimes be difficult to understand what numbers, percentages and statistics mean, and for this reason it is helpful to see these visually.
4. To make these figures easier to understand, carry out the following activity in relation to (B) above. Tell pupils they are going to calculate the % of pupils who finished primary school in Uganda in 2010. Calculate 54% of the number of pupils present and ask that number to stand up (e.g., in a group of 30 children 16 would stand up). Tell those who remain seated that they would not have been able to finish primary school in 2010. Then calculate 67% of the number of pupils present and ask that number to stand up (e.g., in a group of 30 children 20 would stand up), telling those who remain seated that they would not finish primary school in 2013.
5. Ask the class if they can see the improvement (e.g., in a group of 30 an additional 4 children finished all the years of primary school in 2013 compared to in 2010).
6. Ask pupils to brainstorm what might have happened to support Ugandan children to

- finish primary school.
7. Explain that making sure that school buildings are of good quality is one way of helping children to finish their primary education. In 2013 Irish Aid launched a new school rehabilitation programme in Karamoja, the poorest region of Uganda. 21 schools in the region are being fixed, with new classrooms, teachers' accommodation and kitchens being built.
 8. Ask the class to link each of the three examples (A) and (B) and (C) outlined [Case studies of Irish Aid work: Teacher Resource Sheet](#) (page 31) with one or more MDGs.
 9. Explain that because all of the MDGs are linked: achieving results for one MDG can benefit another/other MDGs. For example, helping people to grow more and better food, like the orange-fleshed sweet potato, means that children have a better chance of going to school. Irish Aid is working to achieve all of the MDGs.
 10. Conclude by asking the class to talk about the difference Ireland, through Irish Aid, is making in the lives of many children in its 9 partner countries.

Activity Three: Information Leaflet

1. Tell the class that they are going to imagine that they work in Irish Aid and they have been asked to produce a short information leaflet for primary school children about the work that Irish Aid supports in one of the 9 partner countries - Ethiopia, Lesotho, Malawi, Mozambique, Sierra Leone, Tanzania, Uganda, Vietnam and Zambia. Their information leaflet should contain some detail about the particular partner country and the programme(s) that Irish Aid supports. Pupils should present this information in a way that would appeal to children their own age and try to get them interested in finding out more about the particular country/Irish Aid.
2. Divide the class into 9 groups, allocating one partner country to each group.
3. Provide each group with Irish Aid partner countries information - [2015 Our World Award Pupils' Magazine](#) (pages 6-7) and display the information provided on [Irish Aid supporting partner countries: Teacher Information Sheet](#) (page 29) on the whiteboard or overhead projector.
NOTE: You may also decide to facilitate pupils to use the internet to discover additional detail for their information leaflets.
4. Invite each group to display and present their information leaflet to the class.
NOTE: Depending on your group you may wish to display the completed information leaflets in a prominent place in your school.

Concluding literacy strategies

Text Talk

- Briefly summarise what has been covered in Unit 2: Irish Aid at Work.
NOTE: You can either draw on the learning outcomes listed at the start of the Unit or summarise the completed activities/content from this Unit.
- Remind pupils that when people use their mobile phones to text they can use up to 160-characters per text.

- Distribute one copy of [Text Talk: Pupil Worksheet](#) (page 32) to each pupil.
- Invite all pupils to text about their experiences with Unit 1 of the Our World Irish Aid Award lessons, i.e. they can text about something they learned, something they found interesting or questions they still have etc. They should write their 160-character (max) text in the space provided on the image of a mobile phone on the left-hand-side of their worksheet.
- Divide the class into pairs.
- Invite pupils to swap their [Text Talk: Pupil Worksheet](#) with their partner.
- Ask everyone to read the first text on the worksheet and then to write their own 160-character text in response, using the image of the mobile phone on the right-hand-side of their partner's worksheet. This second text should be something that comes to mind when they read the first text, a direct response or question about the first text etc.
- Invite all pupils to return the worksheet to the first texter (i.e. their partner).
- Ask for volunteers to read out the text entries on their worksheet.

Word Wall

- Explain the new words/phrases pupils have noted on their [Word Wall: Pupil Worksheet](#) (page 10) or invite them to use a dictionary to find out what the words/phrases mean as a homework task.



Irish Aid supports a government programme to buy ambulances and medicines, build health centres and train health workers, with the result that in Ethiopia there has been a huge drop in the number of babies and small children dying.



Irish Aid is working with the Government in Lesotho to support people to create their own family garden so that they have enough food to eat.



Since 2010, Irish Aid has helped the Malawi government to distribute bed nets in central Malawi. These nets help to stop young children getting malaria (a blood disease that is spread by an infected mosquito).



Irish Aid, working with the Government in Mozambique, encourages farmers in the rural north-eastern region to grow orange fleshed sweet potato. This sweet potato is rich in Vitamin A and helps to keep people well-fed and healthy.



Irish Aid has worked with the government to set up health centres which help to make sure that babies and young children throughout Sierra Leone are well-fed and stay healthy.



With support from Irish Aid, the Tanzanian government set up a dairy milk centre which has helped 1,200 farmers to get better prices for their milk.



Irish Aid has contributed money to a Ugandan government programme which is helping 2/3 of children to complete primary school.



Irish Aid has supported the Zambian government to provide social protection (money payments) to the poorest people, many of whom are women). This money allows women to buy more and better food so their children are healthier.



In 2013, Irish Aid contributed to a Vietnamese government scheme to help farmers build canals, dams and bridges so that they could improve their farming environment.

For more information and case studies about the work of Irish Aid in partner countries see <https://www.irishaid.ie/what-we-do/countries-where-we-work/>

(A) Sierra Leone

There was a war in Sierra Leone from 1991-2002. Many people suffered and died and much of the country was destroyed. After the war many people were short of food and many children and adults had diseases. Ireland decided to help Sierra Leone to rebuild the country. Since the end of the war there has been some improvement in the health of children, but about 44% of all children still do not get enough to eat and their health suffers as a result. (This would be the same as saying that about 13 children in a group of 30 were hungry and sick.) Because of this Irish Aid has worked with the government in Sierra Leone to set up care centres which help to make sure that babies and young children throughout the country are well-fed and stay healthy.

(B) Uganda

In Uganda, Irish Aid works with the Government to make sure that more children finish primary school. The result of this work is that the percentage of children completing primary school in Uganda increased from 54% in 2010 to 67% in 2013.

(C) Ethiopia

In Ethiopia, Irish Aid is working to improve the health of poor rural women and children. Irish Aid supports the Ethiopian Government to buy ambulances and medical equipment, build health centres and train health workers. As a result between 2005 and 2013 the numbers of babies and young children dying has dropped by 44%.

Text Talk (Unit 2)

Pupil Worksheet

Person No. 1:

Think about the activities in Unit 1: Introducing Sustainable Development.

Write a 160-character text about something that you have learned, something that you found interesting, or a question that you still have.

Swap your worksheet with your partner.

Person No. 2:

Read the first text.

Text a response – this might be a comment saying what you found interesting about what your partner wrote, something you want to add, or a question you want to ask them about their text etc.

Return the worksheet to person 1.

The image shows two stylized mobile phone icons, one for Person 1 and one for Person 2. Each phone has a white screen with horizontal lines for text and a dark blue keypad with circular buttons. The number '1' is written above the first phone, and the number '2' is written above the second phone.

Unit 3

Female Food Heroes in Tanzania

Learning outcomes:

Pupils will be enabled to:

- Consider the link between the Female Food Heroes programme and the Millennium Development Goals
- Describe the problems facing women farmers around the world

Materials:

Activity One: Ester's Wordsearch

- Map of the world
- Tanzania – Country File: Teacher Resource Sheet (page 38)
- Ester's Story (page 39)
- Ester's Wordsearch: Pupil Worksheet (page 40)

Activity Two: Female Food Heroes Video

- 'Sharon Corr meets the Female Food Heroes' (2.55 min-long video, available: <https://www.oxfamireland.org/blog/sharon-corr-in-tanzania>)
- Female Food Heroes: Pupil Worksheet (page 41)
- MDGs: Teacher Resource Sheet

Activity Three: Role Play

- Ester's Story (page 39 (optional))
- 'Sharon Corr meets the Female Food Heroes' (2.55 min-long video, available: <https://www.oxfamireland.org/blog/sharon-corr-in-tanzania>) (optional)

Concluding Literacy Strategies:

- Text Talk: Pupil Worksheet (page 43)
- Word Wall: Pupil Worksheet (page 10)

Introduction:

Women farmers grow half the food on the African continent, but their work tends to be undervalued. Unit 3 highlights a really innovative and exciting programme which Irish Aid supports in Tanzania. The Female Food Heroes TV show is organized by Oxfam International, one of the non-governmental organizations working in Tanzania which

receives support from Irish Aid. The show celebrates the important role played by women farmers in Tanzania and raises awareness about issues like women's rights, how to farm in an environmentally friendly way etc. In Unit 3 pupils learn about a remarkable Tanzanian woman farmer, Ester Jerome Mtegule (Mm-te-gool-le), the 2011 Female Food Heroes winner. Pupils engage in a literacy activity to come to grips with some keywords, and discuss the links between the MDGs and the Female Food Heroes programme (Activities One and Two). Activity Three involves a role play, giving some pupils the chance to 'walk in Ester's shoes,' while allowing others to think about the questions they would like to ask Ester if they had the chance to meet her.

This Unit ends with two (optional) literacy strategies which offer an opportunity for pupils to reflect on their learning (Text Talk and Word Wall).

Step-by-Step instructions:

Activity One: Ester's Story

1. Explain to the class that they are going to read about a farmer called Ester Jerome Mtegule (Mm-te-gool-le) from Lyenge village in Tanzania. Tanzania, in East Africa, is one of Irish Aid's 9 partner countries.
2. Locate Tanzania on a map of the world.
NOTE: Depending on your group you may wish to display [Tanzania – Country File: Teacher Resource Sheet](#) (page 38).
3. Explain that in Tanzania many women work on the land and they play a vital role in terms of supporting their families and producing food, but only 3% own their farms and the work of women is not always valued or supported.
4. Divide the class into pairs.
5. Distribute a copy of [Ester's Story](#) (page 39) to each pair and read the text aloud.
NOTE: Depending on your group you may also find it useful to display Ester's story.
6. Help pupils to understand the more technical words in the text of Ester's story, e.g. semi-arid, drought-resistant etc.
NOTE: Depending on your class you may want to explain that non-governmental organizations (NGOs) are charities which help people in poor countries. NGOs get money to do this work from ordinary people and they also sometimes get money from Irish Aid.
7. Explain that each pair is going to work together to create a wordsearch using keywords from Ester's story.
8. Distribute one copy of [Ester's Wordsearch: Pupil Worksheet](#) (page 40) to each pair.
NOTE: Depending on your group you may find it useful to work as a class to locate the keywords from the text of Ester's story, before asking pairs of pupils to create a wordsearch.
9. Invite each pair to give their finished Wordsearch to another pair of pupils to complete.
10. Ask pairs to swap completed worksheets back again for checking.

Activity Two: Female Food Heroes video

1. Explain that girls and women make up almost 50% of the world's population of approx. 7 billion people. However, girls and women, and boys and men do not always have the same opportunities in life. Ask the class for examples of when girls and boys are not given the same opportunities or when they are treated differently. **NOTE:** Depending on your group you may wish to prompt pupils to think about the types of chores or jobs they are asked to do at home or in school, or the types of jobs that they have when they grow up etc.
2. Explain that every country around the world needs to make sure that girls and women have equal chances as boys and men. There is always room for improvement. For example, in Ireland, women and girls now have equal chance of an education as boys and men, yet there are only 19 women in government (TDs), while in Tanzania there are 36 women in government. On the other hand, in Tanzania only 5.6%, or less than 6 out of every 100 women have gone to secondary school, while 81% or 81 out of every 100 Irish women have gone to secondary school.
3. Remind pupils that the Female Food Heroes programme is organized by Oxfam International, a non-governmental organization (NGO) or charity, with support from Irish Aid.
4. Ask if anyone has ever heard of The Corrs? Has anyone watched the Voice of Ireland (talent show – Sharon Corr was a coach for 2 seasons)? Tell the class that Sharon Corr acts as an Ambassador for Oxfam Ireland and she travelled to Tanzania to launch the 2012 (2nd season) of the Female Food Heroes reality TV show.
5. Explain to the class that they are going to watch a short video of Sharon's visit to Tanzania, where she met Ester Jerome and some of the runners up from the 2011 Female Food Heroes competition.
6. Show the video entitled '[Sharon Corr meets the Female Food Heroes](https://www.oxfamireland.org/blog/sharon-corr-in-tanzania)' (available: <https://www.oxfamireland.org/blog/sharon-corr-in-tanzania>).
7. Divide the class into pairs.
8. Distribute one copy of [Female Food Heroes: Pupil Worksheet](#) (page 41) to each pair.
9. Show the '[Sharon Corr meets the Female Food Heroes](#)' video a second time and invite pupils to complete their worksheet.
10. Invite pairs to swap their worksheets and call out the correct answers: (1) – (c) 100,000,000; (2) – (a) True, (b) False, (c) False, (d) True.
1. Display the [MDGs: Teacher Resource Sheet](#) on the whiteboard or overhead projector.
2. Ask the class to discuss the MDGs linked to the issues that Ester, Mwandiwe, Anna and others spoke about in the video?

Activity Three: Role Play

1. Write the following quote from Ester on the board:
'[I assure you that a food insecure family is not a free family](#)'.
2. Ask the class to use their own words to say what they think Ester means. Record pupil responses on the board underneath Ester's quote.
NOTE: Depending on your group you may wish to offer the following explanation for

Ester's quote: When families can't grow or buy enough of the right types of food to stay healthy, children can't go to school, adults can't work and it becomes very hard for their lives to improve.

3. Tell the class that they are going to roleplay what Ester might say about her experiences if she was talking to a journalist from Ireland in a 3-minute interview.
NOTE: Depending on your group you may wish to read [Ester's Story](#) (page 39) and/or watch 'Sharon Corr meets the Female Food Heroes' video again (available: <https://www.oxfamireland.org/blog/sharon-corr-in-tanzania>).
4. Divide the class into small groups of 3.
5. Explain that one person in each group should take on the role of the journalist, another should take on the role of Ester and the third should take notes.
NOTE: Depending on your group you may wish to give 10 minutes for all of the journalists and Esters to come together to decide what they might like to ask/say during their interview.
6. During the interviews the note taker in each group writes down the 3 most important things they think 'Ester' said during the interview.
Invite all groups to carry out their role play simultaneously.
NOTE: Depending on the time available you may decide to ask a few volunteer groups to perform their role play for the rest of the class.
7. Take feedback from 'journalists', noting responses on the board.
8. Conclude by inviting all pupils to stand up, stretch their hands up to the ceiling and say their own name softly under their breadth.

Concluding literacy strategies

Text Talk

- Briefly summarise what has been covered in Unit 3: Female Food Heroes in Tanzania.
NOTE: You can either draw on the learning outcomes listed at the start of the Unit or summarise the completed activities/content from this Unit.
- Remind pupils that when people use their mobile phones to text they can use up to 160-characters per text.
- Distribute one copy of [Text Talk: Pupil Worksheet](#) (page 43) to each pupil.
- Invite all pupils to text about their experiences with Unit 1 of the Our World Irish Aid Award lessons, i.e. they can text about something they learned, something they found interesting or questions they still have etc. They should write their 160-character (max) text in the space provided on the image of a mobile phone on the left-hand-side of their worksheet.
- Divide the class into pairs.
- Invite pupils to swap their [Text Talk: Pupil Worksheet](#) with their partner.
- Ask everyone to read the first text on the worksheet and then to write their own 160-character text in response, using the image of the mobile phone on the right-hand-side of their partner's worksheet. This second text should be something that comes to

mind when they read the first text, a direct response or question about the first text etc.

- Invite all pupils to return the worksheet to the first texter (i.e. their partner).
- Ask for volunteers to read out the text entries on their worksheet.

Word Wall

- Explain the new words/phrases pupils have noted on their [Word Wall: Pupil Worksheet](#) (page 10) or invite them to use a dictionary to find out what the words/phrases mean as a homework task.



Location: East Africa

Official name: United Republic of Tanzania

Flag:



Population: 49.3 million

Life expectancy: 61.5 years

Currency: Shilling

Capital city: Dodoma

Languages: Swahili, English and others

Exports: Coffee, tea, cotton, cashew nuts

Partner country with Ireland since: 1975

The Serengeti National Park, in northern Tanzania, is visited by tourists from all over the world. Over 200 species of birds, as well as lions, giraffes, elephants and zebras can be found in the park. It is also home to the black rhinoceros, which is an endangered species.

Activity One: Ester's Story

Let's meet Ester from Tanzania...

If you find that some of the words in Ester's story are a bit difficult to understand, like 'semi-arid' or 'discriminated', draw a big circle around them and ask your teacher to explain them to you.



Ester Jerome Mtegele lives in Lyenge village, in the semi-arid Dodoma region in central Tanzania. In 2011 Ester won a reality TV show called Female Food Heroes.

Ester is 33 years old. She has five children and her mother also lives with her on her small farm. Ester grows sunflowers, ground nuts (peanuts), millet (cereal crop used to make flour) and sorghum (cereal crop used to make a type of porridge).

The Female Food Heroes TV show was organized by Oxfam International, a non-governmental organization (NGO or charity) which receives support from Irish Aid. Women carry out a lot of the farm work in developing countries, but they are often discriminated against, especially when they want to become farm owners. The show celebrates the role played by women farmers in Tanzania and raises awareness about issues like women's rights, how to farm in an environmentally friendly way etc.

The year that Ester won Female Food Heroes it was followed by around 25 million Tanzanians – more than half the country's population.

Ester and the other 9 finalists were chosen from 6,000 entrants. The show followed the 10 women farmers as they participated in a week-long X Factor-style 'boot camp' where they were shown new ways to farm.

Since winning the show Ester's life has changed a lot. She won a tractor, which she rents out to others in her community and, because of what she learned, she has changed how she farms. She now produces 75 bags of drought-resistant red sorghum a year, whereas before she planted the traditional, more water dependent white-seeded sorghum and produced 5 bags every year. Ester is using her new role as farmers' representative on her local district council to encourage other farmers to plant red sorghum. Ester is a beacon of hope for all in her community.

Adapted from: <https://www.irishaid.ie/stories-of-progress/casestudies/archive/2013/september/female-food-heroes-in-tanzania/>; <https://www.oxfamireland.org/blog/sharon-corr-in-tanzania>; and, <http://www.trust.org/item/?map=top-10-food-trailblazers/#anchor7>.

Activity Two: Female Food Heroes

Pupil Worksheet

Watch the 'Sharon Corr meets the Female Food Heroes' video.

Work together to answer the questions on the worksheet.

Swap your worksheet with another pair for correction.

1. If women had the same access to land, tools, seeds and credit (e.g. money from a bank) as men they could grow enough food to feed _____ of the world's poorest people. (circle the correct answer)
 - a) 10,000
 - b) 100,000
 - c) 100,000,000

2. As runners up in the 2011 Female Food Heroes programme Mwandawe Makame and Anna Oloshuro won solar panels. Which of the following statements are True (T) or and which are False (F) :
 - a) Mwandawe uses the money saved from having solar panels to buy school books and uniforms for my children. T F

 - b) Mwandawe uses the money saved from having solar panels to go on holidays with her family. T F

 - c) Anna uses the solar panels to charge her electric car. T F




 - d) Anna uses the solar panels to run an information centre and phone charging scheme for the community. T F

**Activity Two: MDGs
Sheet**

Teacher Resource

Think about the Female Food Heroes programme in Tanzania.

Which MDGs can you link to the issues Ester and others spoke about in the video?

	MDG 1 End poverty and hunger
	MDG 2 Make sure every child goes to school
	MDG 3 Make sure women and girls get the same chances as men and boys
	MDG 4 Reduce the number of small children and babies who die because of poverty
	MDG 5 Improve the health of mothers when they are having babies
	MDG 6 Fight infectious diseases
	MDG 7 Protect the environment for the future
	MDG 8 Countries work together as partners to make the world a better place

Text Talk (Unit 3)

Pupil Worksheet

Person No. 1:

Think about the activities in Unit 1: Introducing Sustainable Development.

Write a 160-character text about something that you have learned, something that you found interesting, or a question that you still have.

Swap your worksheet with your partner.

Person No. 2:

Read the first text.

Text a response – this might be a comment saying what you found interesting about what your partner wrote, something you want to add, or a question you want to ask them about their text etc.

Return the worksheet to person 1.

The image shows two mobile phone icons, one for Person 1 and one for Person 2. Each phone has a white screen with horizontal lines for text and a dark blue keypad with circular buttons. The number '1' is on the top of the first phone, and '2' is on the top of the second phone.

Unit 4

Clay Stoves in Malawi

Learning outcomes:

Pupils will be enabled to:

- Consider the link between the Clay Stoves programme and the Millennium Development Goals
- Evaluate the impact of clay stoves on the lives of people in Malawi
- Create a replica clay stove

Materials:

Activity One: Clay Stoves and the MDGs

- Map of the world
- Malawi – Country File: Teacher Resource Sheet (page 48)
- 3-Stone Cooking Fires and Clay Stoves: Teacher Resource Sheet (page 49)
- Clay Stoves and the MDGs: Pupil Worksheet (page 50)
- MDGs: Teacher Resource Sheet

Activity Two: Clubbing Together to Protect the Environment

- Onesta's Email: Teacher Resource Sheet (page 51)

Activity Three: Replica Stoves

- Replica Stove: Teacher Resource Sheet (page 53)
- Modelling clay
- Sponges
- Plastic knives
- Cocktail sticks

Concluding Literacy Strategies:

- Text Talk: Pupil Worksheet (page 55)
- Word Wall: Pupil Worksheet (page 10)

Introduction:

Unit 4 focuses on an Irish Aid supported programme in Malawi which is trying to make a real difference in the lives of poor people and communities, while at the same time protecting the environment. The Clay Stoves (or fuel-efficient stoves) programme is an initiative of Concern Universal (UK) and a Malawian NGO, Clioma, to spread information about the

benefits of clay stoves for cooking. Although on first glance it may seem as though this programme is mainly about the environment (MDG 7), on closer examination using clay stoves also progresses other MDGs (e.g., MDG 2, MDG 3 etc). In Activity One, pupils examine the relationship between the use of clay stoves and the MDGs. In Activity Two, they learn about Clay Stoves Clubs and respond to an email from Onesta Chimbalanga, a clay stove club member. Pupils put their creativity to use in Activity Three, which involves making a replica clay stove.

This Unit ends with two (optional) literacy strategies which offer an opportunity for pupils to reflect on their learning (Text Talk and Word Wall).

Step-by-Step instructions:

Activity One: Clay Stoves and the MDGs

1. Remind the class that Malawi, a country in southern central Africa, is one of Irish Aid's 9 partner countries.
2. Locate Malawi on a map of the world.
NOTE: Depending on your group you may wish to display [Malawi – Country File: Teacher Resource Sheet](#) (page 48).
3. Explain that in Malawi most rural households use traditional three-stone fires for cooking. This involves sitting a pot on three stones surrounding an open fire. This type of fire uses up a lot of firewood, with the result that forests are cut down. To solve this problem Irish Aid have been working as a partner with two charities, or non-governmental organisations (NGOs), Concern Universal (UK) and a Malawian NGO, Clioma, to spread information about the benefits of clay stoves for cooking in Malawi.
NOTE: Depending on your class you may wish to remind pupils that non-governmental organizations (NGOs) are charities which help people in poor countries. NGOs get money to do this work from ordinary people and they also sometimes get money from Irish Aid.
4. Display [3-Stone Cooking Fires and Clay Stoves: Teacher Resource Sheet](#) (page 49) and read the information aloud to the class.
5. Divide the class into small groups.
6. Distribute one copy of [Clay Stoves and the MDGs: Pupil Worksheet](#) (page 50) to each group.
7. Invite each group to think of all the different MDGs which are helped by the clay stoves programme.
NOTE: Depending on your group you may wish to display [MDGs: Teacher Resource Sheet](#) to remind your pupils of the 8 Millennium Development Goals.
8. Take some feedback from each group, encouraging them to make the links between MDGs.
9. Conclude by explaining that replacing old cooking methods with clay stoves is an example of how **good and lasting** ways of doing things (sustainable development) can make a real difference in the lives of poor people and communities, while at the same time protecting the environment.

Activity Two: Clubbing together to protect the environment

1. Explain that in some villages in Malawi people have come together to form clubs which make and sell clay stoves. In M'ganja Village the clay stove club has 34 members. Some people are stove makers and others market, sell and deliver the stoves. Each stove maker, like Onesta Chimbalanga, mark the rim of their stove with their own special mark. The clubs sells 300 stoves every month and they use the money earned to buy maize (like sweetcorn), which is the main food eaten in Malawi.
2. Display [Onesta's Email: Teacher Resource Sheet](#) (page 51) and read it aloud in class.
3. Invite pupils to imagine that they can email Onesta. In their email they should tell her what they found interesting about the clay stoves programme, what they would like to know more about, what things they are doing to protect the environment.
4. Display the completed emails to Onesta on the classroom walls.

Activity Three: Replica Stoves

1. Explain to the class that they are going to make replica clay stoves. The replica stoves are smaller than those made by people in Malawi as cooking stoves. The stoves in Malawi can be used for cooking because they are fired (or dried) in a kiln. The replica is air-dried so it cannot be used for cooking, but it makes a lovely decoration if you place a small tea light into the window of the stove.
NOTE: Step-by-step instructions for making the replica stoves are available in [Replica Stove: Teacher Resource Sheet](#) (page 53).
2. Encourage pupils to think about the clay stoves programme in Malawi and the MDGs as they decorate and paint their replica stoves.

Concluding literacy strategies

Text Talk

- Briefly summarise what has been covered in Unit 4: Clay Stoves in Malawi.
NOTE: You can either draw on the learning outcomes listed at the start of the Unit or summarise the completed activities/content from this Unit.
- Remind pupils that when people use their mobile phones to text they can use up to 160-characters per text.
- Distribute one copy of [Text Talk: Pupil Worksheet](#) (page 55) to each pupil.
- Invite all pupils to 'Text' about their experiences with Unit 1 of the Our World Irish Aid Award lessons, i.e. they can text about something they learned, something they found interesting or questions they still have etc. They should write their 160-character (max) text in the space provided on the image of a mobile phone on the left-hand-side of their worksheet.
- Divide the class into pairs.
- Invite pupils to swap their [Text Talk: Pupil Worksheet](#) with their partner.
- Ask everyone to read the first text on the worksheet and then to write their own 160-character text in response, using the image of the mobile phone on the right-hand-

side of their partner's worksheet. This second text should be something that comes to mind when they read the first text, a direct response or question about the first text etc.

- Invite all pupils to return the worksheet to the first texter (i.e. their partner).
- Ask for volunteers to read out the text entries on their worksheet.

Word Wall

- Explain the new words/phrases pupils have noted on their [Word Wall: Pupil Worksheet](#) (page 10) or invite them to use a dictionary to find out what the words/phrases mean as a homework task.



Location: South-eastern Africa

Flag:



Population: 16.4 million

Life expectancy: 55.3 years

Currency: Kwacha

Capital city: Lilongwe

Languages: Chichewa, English and others

Exports: Tobacco, tea, sugar

President: Joyce Banda became the first female president of Malawi in 2012.

Partner Country with Ireland since: 2007

Malawi is commonly known as 'The warm heart of Africa' because the people are considered to be very friendly and welcoming to visitors.

Lake Malawi was once called 'The Lake of the Stars' by the famed Scottish explorer David Livingstone, because lantern lights he saw from fishermen's boats resembled the stars at night.



Three-stone cooking fire

This is the way that people in the countryside in Malawi have cooked their food for many years, but this needed to change because:

- Three-stone cooking fires produce a lot of smoke which can cause pollution problems. When people live with this type of pollution for a very long time they can get very sore eyes, headaches, and find it hard to breathe properly.
- Three-stone cooking fires use lots of firewood. When too many trees are cut down the topsoil is often washed away when it rains, and the quality of the soil becomes poorer. This means fewer crops grow and that crops are poor.
- Women and girls are usually in charge of collecting firewood, which often takes a long time because they have to walk long distances to get enough firewood.



Clay stove

Changing from using three stone fires to clay stoves is a good development because:

- Clay stoves produce less smoke, so help to lower pollution levels in kitchens.
- Clay stoves use less firewood. This means that people do not cut down as many trees for cooking, the animals living and round trees are not disturbed, soil is better quality and crops are also better.
- Clay stoves use less firewood. This means that women and girls have more time, to work, rest, go to school, or to do other things in their community.
- People can make and sell clay stoves and make money to support their families.

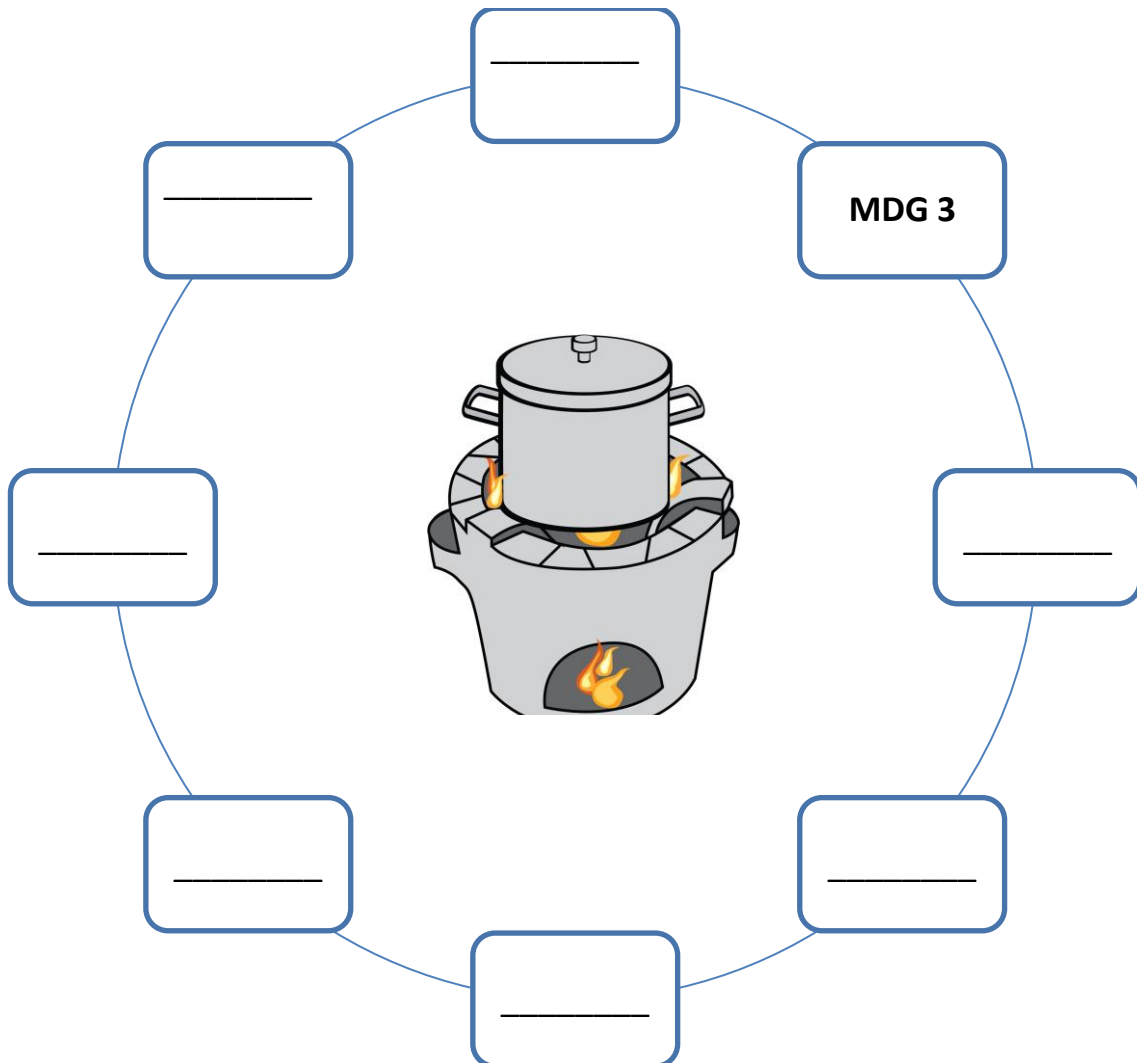
Activity One: Clay Stoves

Pupil Worksheet

Think about all the benefits of using clay stoves.

Which Millennium Development Goals (MDGs) do the use of clay stoves help to progress? For example, we know that using clay stoves means that women and girls do not have to spend so much time collecting firewood, which means that they have more time, to go to school, to work and to play. In this way clay stoves help progress MDG 3.

Which other MDGs are helped by the clay stoves programme?





Onesta Chimbalanga

Hi there,

Muli bwanji? (How are you?)

I heard you were learning about clay stoves as part of the Our World Irish Aid Awards and wanted to tell you why people in my village got involved in the Clay Stoves Club.

We were all fed up with the amount of time it took to collect wood for the fire. There's also not as much smoke with clay stoves as with an open fire. The stove can also be moved to warm anyone in the family if they are ill or cold.







Concern Universal asked us for a soil sample to check that the clay we were planning to use for our stoves was ok. Once we were told that it was good quality clay we had to build a shed to work in. The shed was built from local materials and then Concern Universal brought in people to train us on how to make the clay stoves.

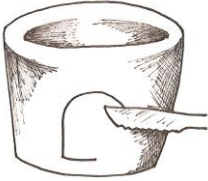

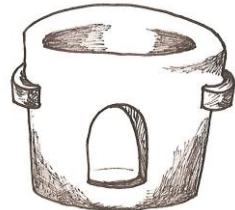

We've made stoves for all the people in our community, and they can see how much wood it saves compared to the three-stone fires. Wood that used to last two days now lasts three weeks! This means that the clay stoves are helping us to look after our trees.

What about you? What do you do to look after the environment?

Take care,

Onesta

	<p>STEP 1: Take a lump of clay, about the size of your fist and roll it into a round ball.</p>
	<p>STEP 2: Flatten the ball into a circular disc shape (about 10 cm across and 1 cm high). This is the bottom, or base of your stove.</p>
	<p>STEP 3: Take more pieces of clay and roll them out into coils (sausage shapes), about 1cm thick. You will need lots of these to build up the side of your stove.</p>
	<p>STEP 4: Place one end of your coil on top of the base, with the outer edge of the coil in line with the outer edge of the base. You will need to join the coil and the base together so that the stove does not fall apart as it dries.</p>
	<p>STEP 5: Hold the outer surface with the fingers of one hand, while using your other hand to push together the first coil and the base. Smooth the inner surface of the coil to the bottom of the stove. You will need to do this for each coil you add to the stove.</p>
	<p>STEP 6: Add your next coil where the first one started. Continue this method, including the joining, until your stove is tall enough (about 8-10 cm). Smooth the outside of the stove with your finger or wet sponge.</p>

	<p>STEP 7: You can now cut out the shape of the opening in the front of the stove. Because the clay is still soft you can cut the shape out with a plastic knife. Cut near the bottom of the stove. You will need to support the inside of the stove with your hand while you are cutting.</p>
	<p>STEP 8: Add some handles – take two small balls of clay and flatten them slightly. Add these to the sides of the stove by wetting with a little water and welding them like you did with the coils.</p>
	<p>STEP 9: Smooth out any parts of your stove that might be cracked. You can now decorate your stove with patters – using cocktail sticks or a pencil.</p>
	<p>STEP 10: Leave your stove to dry (this might take a week, as it needs to dry slowly).</p>

Text Talk (Unit 4)

Pupil Worksheet

Person No. 1:

Think about the activities in Unit 1: Introducing Sustainable Development.

Write a 160-character text about something that you have learned, something that you found interesting, or a question that you still have.

Swap your worksheet with your partner.

Person No. 2:

Read the first text.

Text a response – this might be a comment saying what you found interesting about what your partner wrote, something you want to add, or a question you want to ask them about their text etc.

Return the worksheet to person 1.

The image shows two stylized mobile phone icons, one for Person 1 and one for Person 2. Each phone has a white screen with horizontal lines for text and a dark blue keypad with circular buttons. The number '1' is written above the first phone, and the number '2' is written above the second phone.

Unit 5

Our World Irish Aid Awards (OWIAA) – Getting Started

Learning outcomes:

Pupils will be enabled to:

- Describe actions that can be taken to help end poverty
- Explain a number of strategies they can employ to demonstrate care for the world
- Describe the content of the Kids Zone on the Our World Awards website
- Generate ideas for Our World Awards Projects on the theme of 'Caring for Our World'
- Reflect on their learning from all of the OWIAA Units

Materials:

Activity One: Let's get inspired!

- Map of the world
- Nelson Mandela: Teacher Resource Sheet (page 62)
- Flipchart sheets
- Markers

Activity Two: How we care for the world we live in

- How we care for the world we live in: Pupil Worksheet (page 63)
- How we care for the world we live in: Teacher Resource Sheet (page 64-68)

Activity Three: Our World Awards – Kids Zone

- Computer(s) with internet access
- Kids Zone: Pupil Worksheet (page 69)

Activity Four: Ideas Bank

- Ideas Bank: Pupil Worksheet (page 70)
- Post-its

Concluding Literacy Strategies:

- Text Talk: Pupil Worksheet (page 71)
- Word Wall: Pupil Worksheet (page 10)
- Gathering Final Thoughts: Pupil Worksheet (page 72)

Introduction:

Unit 5 begins with an activity framed around an inspiring quote from Nelson Mandela which will focus pupils on big ideas about how to end poverty in our world (Activity One). Pupils will get a chance to think about the ways that they already care about the world (Activity Two), so that they come to recognise that they too have an important role in addressing the

big problems faced by the world. During Activity Three, pupils learn about the Our World Irish Aid Awards and (internet access permitting) get ideas for projects from the Kids Zone in the OWIAA website (www.ourworldirishaidawards.ie). Activity Four suggests one possible way for your pupils to generate project ideas and engage in a democratic process to decide on the focus of their own OWIAA project.

This Unit ends with three (optional) literacy strategies which offer an opportunity for pupils to reflect on their learning (Text Talk, Word Wall and Gathering Final Thoughts).

Step-by-Step instructions:

Activity One: Let's get inspired!

1. Write the following quote by Nelson Mandela on the board:
"Overcoming poverty is...an act of justice. ...poverty is not natural. It is man-made and it can be overcome and eradicated by the actions of human beings."
NOTE: Depending on your group you may wish to spend some time ensuring that pupils understand all of the words in this quote (poverty, justice, eradicated etc). An explanation of the quote itself is given in Step 2 (below).
2. Explain that the person who said this meant that so many people are poor because of the way that people have organised the world. This means that it is possible for everyone around the world to work together to make sure that things change for the better, and poor people are supported to work towards better futures for themselves and their children.
3. Locate South Africa on a map of the world.
4. Ask pupils if they have heard of Nelson Mandela and display the photograph of Mandela provided in Nelson Mandela – Teacher Resource Sheet (page 62).
5. Explain that:

Nelson Mandela was born in South Africa in 1918, and was from a very large family of fourteen children. He was the first of his brothers and sisters to go to school and went on to study Law.

Mandela fought against Apartheid in South Africa. Apartheid means 'apartness' and it was a system organised by the people who ruled South Africa for many years where black people were kept apart from, and not treated as well as, white people. There are more black people than white people living in South Africa. Apartheid in South Africa meant that the whole country was organized in such a way as to make sure that white people were the leaders and controlled all of the country's wealth, and black people worked for them and remained poor. Mandela felt this was wrong and unfair, and because he fought against Apartheid, was jailed for 27 years.

After he was freed in 1990, Mandela helped to end Apartheid and was later elected the first black President of South Africa. He died aged 88, on 5 December 2013. Nelson Mandela is considered to be one of the greatest leaders of all time.

6. Remind the class that the MDGs aim to improve the lives of poor people living in

developing countries, and MDG 7 specifically relates to protecting the environment for the future generations, and for the poorest people in the world today, and that looking after the environment is something that we can all do in our everyday lives.

7. Ask the class to discuss the following questions:
 - What do you think Nelson Mandela meant when he said that overcoming poverty is an act of justice?
 - Do you agree/disagree with Nelson Mandela? Why?
 - Mandela says that the actions of human beings can help bring an end to poverty. What actions do you think you can take to help to end poverty around the world?
8. Divide the class into small groups.
9. Distribute flipchart/A2 sheets and markers to each group.
10. Invite each group to draw a picture representing the quote from Nelson Mandela.
11. Display their completed pictures on the classroom walls.

Activity Two: How we care for the world we live in...

1. Invite pupils to take a moment to think about the different things they do to care for the world that we live in.
2. Distribute one copy of [How we care for the world we live in: Pupil Worksheet](#) (page 63) to each pupil.
NOTE: Depending on your class you may wish to read through the nine statements in the worksheet to ensure understanding.
3. Invite each pupil to write their name in the space provided at the top of the worksheet.
4. Explain that each pupil needs to find someone who can truthfully say that they do, or know someone who does one of the things in the boxes on their worksheet (for example, someone who tries to remember to turn off the tap when they are washing their teeth). That person then signs their name. They must find a different person who can sign each of the boxes. Once pupils have a name in every box they should shout 'done' aloud and hand you their completed worksheet.
NOTE: If you notice, as the activity progresses, that pupils are finding it difficult to get a signature relative to a particular statement (for example, 'knows one thing about carbon footprints') you may consider offering to sign your name as a way of ensuring that pupils will be able to 'complete' the worksheet.
5. When you have collected between 3-5 'completed' worksheets invite students to return to their seats.
6. Acknowledge the first 2-3 pupils who 'completed' the worksheet.
7. Facilitate a whole class discussion using the questions provided in [How we care for the world we live in: Teacher Resource Sheet](#) (page 64-68).
NOTE: Depending on your class you may decide to direct the questions on the teacher resource sheet to individual pupils who signed boxes on the worksheets which you collected.
8. Conclude by highlighting all the good things that pupils in the class are already doing to show how much they care for the world we live in. Remind pupils that there is always room for improvement, and that they should try to put into practice some of

the good ideas that have come up in the class for bringing about good and lasting change (i.e. sustainable development), by the way that we live our lives.

Activity Three: Our World Irish Aid Awards – Kids Zone

NOTE: Depending on the number of computers available, this activity can be done as a whole class group or in small groups.

1. Tell pupils that every year Irish Aid, the Irish Government's programme for overseas development, runs an awards programme for primary schools called the *Our World Irish Aid Awards*. Pupils prepare projects on a theme linked to one or more of the MDGs and submit the project in the hopes of getting an award.
2. Tell the class that they are going to do an activity where they will research the Our World Awards website looking for useful information and ideas for their group/class project.
3. Distribute copies of [Kids Zone: Pupil Worksheet](#) (page 69).
NOTE: if doing this activity as a whole class, you may decide to ask pupils to work in pairs to complete the worksheet. If there are a number of computers available you should divide the class into groups, one per computer, and ask each group to complete a worksheet.
4. Access the Kids Zone on the Our World Awards website (www.ourworldirishaidawards.ie) and spend sufficient time on each of the pages for the pupils to consider the 3 statements on the [Kids Zone: Pupil Worksheet](#) (page 69).
5. Take feedback from the pupils, recording their responses on the board.

Activity Four: Our World Irish Aid Award - Ideas Bank

1. Remind the pupils that the theme for the Our World Irish Aid Awards this year is 'Caring for Our World,' which is linked to all eight of the MDGs, but has particular relevance to MDG 7 (Protect the environment for the future).
2. Distribute one copy of the [Ideas Bank: Pupil Worksheet](#) (page 70) to each pupil and invite them to spend a couple of minutes filling it in.
3. Display the completed worksheets on the wall, floor or on classroom tables.
4. Invite the class to look at the ideas that have been generated by all of the pupils.
5. Ask for clarification about ideas which seem promising or require explanation.
6. Distribute one post-it to each pupil and ask them to stick the post-it on the idea they find most interesting.
7. Count the post-its and write the 3-5 most popular project ideas on the board.
8. Discuss these ideas with the class, making sure to present the pros and cons associated with each.

Concluding literacy strategies

Text Talk

- Briefly summarise what has been covered in Unit 5: Our World Irish Aid Awards (OWIAA) – Getting started.
NOTE: You can either draw on the learning outcomes listed at the start of the Unit or summarise the completed activities/content from this Unit.
- Remind pupils that when people use their mobile phones to text they can use up to 160-characters per text.
- Distribute one copy of [Text Talk: Pupil Worksheet](#) (page 71) to each pupil.
- Invite all pupils to text about their experiences with Unit 5 of the Our World Irish Aid Award lessons, i.e. they can text about something they learned, something they found interesting or questions they still have etc. They should write their 160-character (max) text in the space provided on the image of a mobile phone on the left-hand-side of their worksheet.
- Divide the class into pairs.
- Invite pupils to swap their [Text Talk: Pupil Worksheet](#) with their partner.
- Ask everyone to read the first text on the worksheet and then to write their own 160-character text in response, using the image of the mobile phone on the right-hand-side of their partner's worksheet. This second text should be something that comes to mind when they read the first text, a direct response or question about the first text etc.
- Invite all pupils to return the worksheet to the first texter (i.e. their partner).
- Ask for volunteers to read out the text entries on their worksheet.

Word Wall

- Explain the new words/phrases pupils have noted on their [Word Wall: Pupil Worksheet](#) (page 10) or invite them to use a dictionary to find out what the words/phrases mean as a homework task.

Gathering Final Thoughts

- Invite pupils read through each [Text Talk: Pupil Worksheet](#) (pages 23, 32, 43, 55, 71) completed at the end of the OWIAA Units.
- While they are reading randomly distribute [Gathering Final Thoughts: Pupil Worksheet](#) (page 71).
NOTE: Each worksheet should be passed to 6 students, so you should divide the number of pupils in your class and distribute that number of worksheets.
- Ask pupils to respond to one of the questions/statements on the sheet, and only then pass it on to someone else.

- Make sure that every pupil got the opportunity to write on at least one worksheet.
- Display the completed worksheets on the classroom wall and invite pupils to come up and read what has been written.

Activity One: Nelson Mandela

Teacher Resource Sheet



NELSON MANDELA (1918-2013)

Sourced from: <http://www.forbes.com/sites/mfonobongnsehe/2013/12/06/20-inspirational-quotes-from-nelson-mandela/>

Activity Two: How we care for the world we live in Pupil Worksheet

Find people who can truthfully say that they do, or know someone who does, the things written in each of the boxes below. Remember: each person can only sign their name in one box.

Write your own name here: _____

Tries not to leave the tap running when washing their teeth.



Name: _____

Can name one Fairtrade product.



Name: _____

Recycles as much as possible (e.g. plastic, glass, newspaper etc)



Name: _____

Is interested in things that happen in other parts of the world.



Name: _____

Tries to walk or cycle where possible instead of asking for lifts in the car.



Name: _____

Doesn't litter.



Name: _____

Turns off the lights when leaving a room.



Name: _____

Doesn't think the labels on clothes are the most important thing.



Name: _____


Knows one thing about carbon footprints.




Name: _____


Activity Two: How we care for the world we live in


Teacher Resource Sheet


Statement	Questions for pupils	Information to help you facilitate discussion
 <p>Tries not to leave the tap running when washing their teeth.</p>	When did you start doing this? Why?	You can save as much as 5 litres of water a day if you turn the tap off when you don't need it.
	Can you think of any other ways you and your family can conserve water?	<p>Watch out for dripping taps around the house or at school.</p> <p>Don't waste food – it takes lots of water to produce our food, e.g., watering crops, processing and washing food.</p> <p>Only use the washing machine with a full load, because each wash uses up to 45 litres of water.</p> <p>At home and in school, collect rainwater to water the garden rather than using water from the tap.</p> <p>Recycling paper, plastic, cans etc saves energy and water and creates less waste.</p> <p>Don't litter, because litter can end up in the rivers or in the sea, causing pollution and possibly harming wildlife.</p>
	Why is it important to save water?	Saving water is good for the environment, and it can also help families to save money.
	Can you think of anywhere in the world where access to clean water is a problem?	According to 2012 United Nations report (http://www.un.org/en/globalissues/water/) approx. 743 million people worldwide are without access to clean, safe drinking water. 40% of these people live in sub-Saharan African countries).


Statement	Questions for pupils	Information to help you facilitate discussion
 <p>FAIRTRADE IRELAND</p> <p>Can name one Fairtrade product.</p>	What is Fairtrade?	Fairtrade means better prices, decent working conditions, local sustainability, fair terms of trade for farmers and workers in the developing world.
	What Fairtrade products are available in Ireland?	Chocolate, coffee, tea, bananas, rice, cotton, cut flowers etc.
	Where can you buy Fairtrade products?	Major supermarkets, cafes, restaurants, some school tuck shops etc.
	If lots more people bought Fairtrade what do you think would happen?	See http://www.fairtrade.ie/ for information on the benefits of Fairtrade.
	What do you recycle at home/school?	<p>The list of things that can be recycled in Ireland includes:</p> <ul style="list-style-type: none"> • Paper and cardboard • Plastic • Glass


		<ul style="list-style-type: none"> • Steel • Aluminium • Green and garden waste • Mobile phones • Waste electrical and electronic equipment, household batteries and car batteries <p>Other items: fluorescent tubes, paint, printer cartridges, spectacles, textiles, used gas cylinders and waste oil</p>
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Statement	Questions for pupils	Information to help you facilitate discussion
 <p>Recycles as much as possible.</p>	Why is it important to recycle?	<p>Recycling can help us to:</p> <ul style="list-style-type: none"> • Conserve our natural resources such as oil, metal, water and trees • Conserve energy required to produce new items from scratch – less new items means we release less harmful gas into the air • Adding less to rubbish dumps – less rubbish means we release less harmful gas into the air (e.g. methane)
	Recycle is one of 3Rs. Do you know what the other 2Rs are?	<p>Reduce, Reuse, Recycle = 3Rs.</p> <p>More recycling would be great but it would be brilliant if everyone reduced the amount of things they consumed in the first place, or if they could figure out ways of reusing things in new and different ways. In the past people didn't have disposable things like tetra packs, plastic forks, polystyrene cups, disposable plastic bags etc. Talk to some older relatives to get tips about how they used to manage before these things were available.</p> <ul style="list-style-type: none"> • For more information about recycling see http://www.trocaire.org/uptous/recycle and http://www.recyclemore.ie/


Statement	Questions for pupils	Information to help you facilitate discussion
 <p>Is interested in things that happen in other parts of the world.</p>	Why is being interested in news from around the world important?	<p>Keeping up with world events by reading or watching the news gives you the chance to learn what is happening in the world, form opinions, inform others and maybe even come up with ideas to help solve the big problems facing the world today. Linus Pauling (1901-1994), the only innovator ever to win two individual Nobel Prizes, once said, "The best way to have a good idea is to have lots of ideas.</p>


Statement	Questions for pupils	Information to help you facilitate discussion
 <p>Tries to walk or cycle where possible instead of asking for lifts in the car.</p>	<p>Why is it not ok to drive wherever you want to go?</p>	<p>In Ireland we are too dependent on our cars - for example, we often needlessly use our cars for short hops to the shop or calling to see a friend. Cars use fossil fuels (petrol/diesel), which create carbon dioxide (CO₂ for short). Many scientists believe that using so much CO₂ is making the earth too warm. In Ireland the levels of CO₂ (emissions) from transport are among the worst in the world!</p>
	<p>Why is walking or cycling better than driving?</p>	<p>Walking and cycling are better for the environment, are much cheaper ways of getting around, and are healthy activities which can also be a nice thing to do with family or friends.</p>




Statement	Questions for pupils	Information to help you facilitate discussion
 <p>Doesn't litter.</p>	<p>What is litter?</p>	<p>Litter is waste that can be held or carried in a person's hand, and is left lying around once a person has finished using it. Common items of litter include cigarette butts, drink bottles (plastic, glass and metal), small pieces of paper, crisp and sweet wrappers, fast food packaging, bottle caps and plastic straws etc.</p>
	<p>What effect does littering have on the environment?</p>	<p>Litter makes our environment look bad and costs a lot to clean up and it can also:</p> <ul style="list-style-type: none"> • directly kill fish through choking, and indirectly through impacts on water quality. Cigarette butts, for example, release toxins into water as they break down. • block stormwater drains. This may result in flooding. • be dangerous to people and animals. For example, broken glass, syringes and fish hooks can all cause injuries to people and animals. • be fire hazard if lit cigarettes are thrown from vehicles.

Statement	Questions for pupils	Information to help you facilitate discussion
 <p>Turns off the lights when leaving a room.</p>	<p>Why is it important to turn off the lights when leaving a room?</p>	<ul style="list-style-type: none"> • Turning off lights in rooms as you leave saves money on the electricity bill, and because you are using less electricity you are burning less fossil fuels and reducing your CO₂ emissions.
	<p>Do you know any other ways for you or the adults in your life to reduce electricity use?</p>	<ul style="list-style-type: none"> • Switch to low energy light bulbs (CFL or LED light bulbs), because they use less power than other bulbs but are just as bright and last on average 10 times longer. This means less electricity, less carbon in the atmosphere and saves money in the long-term. • When you're using the kettle only boil as much

		<p>water as you need.</p> <ul style="list-style-type: none"> • Make sure your dishwasher and washing machine run with full loads and on eco-friendly settings/lower temperatures • Turn the TV and other appliances off, don't leave things on stand-by or plugged in once they are fully charged
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Statement	Questions for pupils	Information to help you facilitate discussion
 <p>Doesn't think the labels on clothes are the most important thing.</p>	<p>Why do people like buying branded clothes?</p>	<ul style="list-style-type: none"> • Think of the different brands of clothing that young people like to wear? Why are these brands attractive? Some clothing manufacturers are very good at marketing their clothes as 'cool' and desirable. People 'buy-into' the status symbol associated with owning these clothes and think their life will be better or improve if they have them.
	<p>Is it ok to buy lots of clothes you don't really need?</p>	<p>In Western Europe we buy 33% of the world's clothes but we make up only 6% of the world's population. Around the world, workers in the clothing industry are sometimes working in poor and unsafe conditions. The production of clothes also uses up huge amounts of energy and water so is very bad for the environment. The disposal of old clothes also creates a landfill problem.</p>
	<p>How can we reduce the amount of new clothes we buy?</p>	<ul style="list-style-type: none"> • Try not to be influenced by advertising of brands. • Buy clothes that will last for a long time. • Swap clothes with relatives and friends. • Buy in second-hand clothes shops. • Join the campaign for "clean" clothes http://cleanclothescampaignireland.org/

Statement	Questions for pupils	Information to help you facilitate discussion
 <p data-bbox="188 483 336 629">Knows one thing about carbon footprints.</p>	<p data-bbox="416 237 730 383">Can you explain to the rest of the class what you know about carbon footprints?</p>	<p data-bbox="759 237 1417 539">When you use fossil fuels, like heating oil to keep your house warm, or petrol/diesel for your family's car, this creates carbon dioxide (CO₂ for short). Many scientists believe that CO₂ is making the earth too warm. Your carbon/eco footprint is the total amount of CO₂ you create. Carbon footprints are measured in tonnes. Unlike the footprints we leave in sand or mud, we cannot see our carbon footprint. But we know that a big carbon footprint is bad for the planet.</p>
	<p data-bbox="416 562 730 663">What kinds of things do carbon/eco footprints measure?</p>	<p data-bbox="759 562 1417 618">There are lots of different carbon/eco footprint calculators but they typically measure things like:</p> <ul data-bbox="759 629 1417 931" style="list-style-type: none"> • Types of food (meat, fish, vegetables etc) you eat • Whether the food you eat is produced locally or abroad • How much clothes, furniture, white goods (fridges etc) you buy • The size of your family and your house • How much electricity, oil, gas you use • How you travel and how often – plan, car, bus etc <p data-bbox="759 943 1417 1144">Carbon/eco calculators process all of this information and work out how many planet earths would be needed if everyone was to consume in that way. [For a calculator appropriate for primary aged children see the Environment Protection Agency's Calculator game available: www.epa.ie]</p>

	 YES!	 UNSURE	 NO!
I understand what the Our World Irish Aid Awards are about			
I found some interesting examples of things that other primary schools did in other years			
I have some ideas about what we might do for an Our World Irish Aid Award project			



Our/My World Awards project idea on the theme of 'Caring for Our World' is:

Text Talk (Unit 5)

Pupil Worksheet

Person No. 1:

Think about the activities in Unit 1: Introducing Sustainable Development.

Write a 160-character text about something that you have learned, something that you found interesting, or a question that you still have.

Swap your worksheet with your partner.

Person No. 2:

Read the first text.

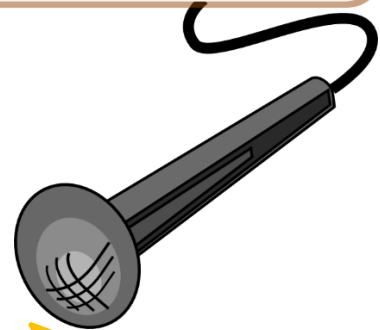
Text a response – this might be a comment saying what you found interesting about what your partner wrote, something you want to add, or a question you want to ask them about their text etc.

Return the worksheet to person 1.

The image shows two mobile phone icons, one labeled '1' and one labeled '2', positioned side-by-side. Each phone icon has a white screen area with horizontal lines for text entry and a dark blue keypad area with circular buttons. The phones are designed to look like simple mobile devices.

The activity I liked best was.....

because...



The 1 thing I would like to learn more about is...

2 things I found interesting:

1.

2.

Having done the OWIAA activities, I am inspired to...

In the future, I will make sure...

One last thought is...